

Textbook Adoption Consensus Rubric for Visual Arts

Course/Grade Art Kindergarten

Textbook Name Art

Publisher Scott Foresman

Part I - Standards Alignment

Does this textbook align with Indiana Academic Standards?	Yes	
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Part II

<i>Work Students Do</i>	<i>1</i>	<i>2</i>	<i>3</i>
Engaging Prior Knowledge: Review to determine the extent to which the instructional materials include strategies that help students to: <ul style="list-style-type: none"> Think about their current understanding and functional knowledge as it relates to a core concept Build on previously learned skills across visual arts topic areas (i.e. more than one application of a skill) 		Meets	
Explanation of rating for engaging prior knowledge: Pacing too fast for K at times Prior knowledge is over estimated at times			
Metacognition Instructional materials include strategies that help students to: <ul style="list-style-type: none"> Recognize the goals of the chapter/unit as well as their own learning goals Assess their own learning Reflect, over time, on <i>what</i> and <i>how</i> they have learned 		Meets	

Explanation of rating for metacognition: Lesson is not always a good reflection of what was learned Reflection of some lessons not done well			
Concept Development <i>The development of the concepts, or functional knowledge, for each topic area is essential so that students will achieve the artistic outcomes for the selected visual arts topic areas.</i> Review textbook material to generally determine if: <ul style="list-style-type: none"> • Sufficient information is provided for students to be able to demonstrate competency in each concept (Providing sufficient information contributes directly to a student's achievement of the artistic outcomes for that visual arts topic area) • Illustrations, graphs, charts, artistic productions and demonstrations are current, correlated, and accurate and presented in a variety of formats • Textbook provides objectives as well as review and reinforcement of concepts and vocabulary • Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use • Essential questions are included in the chapter or lesson to guide students in recognizing "big ideas" in dance • Learning objectives are included in chapters or lessons to guide students in recognizing what they should be able to demonstrate • The textbook materials provide guidance to the student regarding practicing, applying and rehearsing the skill using real-life scenarios • The textbook materials provide rigorous exercises that ask students to apply concepts to similar or new situations 		Meets	
Explanation of rating for concept development: Some lack of correlation between project objective and project process Portfolio projects not always related to concept			
Skill Development <i>*Note that every lesson/chapter may not address each of the standards/skills. Review to assure that all standards/skills are addressed throughout the book at some time.</i> Review textbook materials to generally determine if: <ul style="list-style-type: none"> • The textbook materials provide information to the students about the skills needed to 		Meets	

<p>meet each standard</p> <ul style="list-style-type: none"> • The textbook materials provide one or more opportunities or activities for students to practice the skills needed to meet the standard • The textbook materials provide opportunities for students to assess their own skill progress, such as personal check lists • The instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, demonstrations, artistic productions and role playing • Textbook provides objectives as well as review and reinforcement of skills and vocabulary • The textbook materials provide literacy supports for students following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects • Textbook provides opportunities to interact with complex informational text related to visual arts 			
<p>Explanation of rating for skill development: Lesson pictures (steps) vague self assessment not evident in most lessons</p>			
<p>Accessibility Instructional materials accessible to students address/consider:</p> <ul style="list-style-type: none"> • Developmentally appropriate information • Varied learning abilities/disabilities • Special needs (e.g. auditory, visual, physical, speech, emotional) • English language proficiency • Different learning styles 		Meets	
<p>Explanation of rating for accessibility: More information on dealing with student needs Unit resources for accessibility not available for review</p>			
<p>Digital Curriculum for Students Review digital curricular textbook materials to generally determine if:</p> <ul style="list-style-type: none"> • There are robust digital resources for student learning, practice and assessment • Digital materials provide content that enhances the textbook • Digital materials provide differentiated access to content • Digital materials are intuitive and engaging 	Inadequate		

<ul style="list-style-type: none"> Digital materials provide opportunities for meaningful, interactive experiences Digital materials reflect the range of multi-modal content delivery 			
Explanation of rating for digital curriculum for students: Not provided for review TE did not provided few digital materials/resources			
Assessment	1	2	3
Assessment System Documentation includes a description of the overall system or approach to assessment and includes: <ul style="list-style-type: none"> Description of alignment with national/state standards and research on assessment practices Guidance for teachers in the use of the assessments Evidence that assessments within the textbook materials were field-tested and/or evaluated 	Inadequate		
Explanation of rating for assessment system: Materials were not provided for review (Unit by Unit Resources)			
Quality Assessment High quality assessments: <ul style="list-style-type: none"> Include a variety of student assessment strategies Are linked to relevant objectives/standards Provide students with opportunities to demonstrate their understanding of key visual arts concepts and apply learned skills to real-life or diverse situations (i.e., what students know and are able to do in new or different situations) Provide criteria for students regarding learning targets and assessment criteria (e.g., rubric, performance checklist), and allow continuous access to evidence of progress Incorporate multiple measures over time 	Inadequate		
Explanation of rating for quality assessment: Lacking in variety of assessment, multiple measure Many assessment materials not available for review Lacking in criteria for learning targets and assessment criteria			

Multiple Measures Examples of assessment include: <ul style="list-style-type: none"> Selected response items (e.g., multiple choice, matching, true and false) Performance assessments (e.g., posters, skits, role plays, PSAs, surveys, journals, letters to the editor, artistic productions) Quiz and test assessments Project-based tasks Portfolios 		Meets	
Explanation of rating for multiple measures: Resource materials for assessment not made available for review Use of rubric noted in TE sounds as if it is the same for all projects instead of tailored for individual project			
Use of Assessments Instructional materials include assessments that provide ways to modify instruction, including: <ul style="list-style-type: none"> Assessments used for purposes other than determining student grades Assessments designed to focus on learning core concepts, mastering skills, as well as evaluation Student work informs the design or redesign of teaching strategies or sequences 		Meets	
Explanation of rating for use of assessments: Would like teacher tips on how assessment results could help redesign teaching strategies/sequences			
Accessibility The three key characteristics of accessible assessments: <ul style="list-style-type: none"> Free from bias (e.g., gender, cultural) Provide accommodations for individual and cultural differences Provide accommodations for differences in learning styles and language proficiency 		Meets	
Explanation of rating for accessibility: Materials not provided for review			
Work Teachers Do			
	1	2	3

<p>Instructional Model</p> <p><i>The textbook's instructional model is described in the teacher's materials and supports the teacher to implement the model to organize and sequence learning experiences. Effective instructional models provide opportunities for teaching and demonstrating visual arts skills, concepts and information (essential concepts).</i></p> <p>Review the materials to determine if:</p> <ul style="list-style-type: none"> • Clear procedures are provided to assist in implementation of materials • Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific artistic skills • Provide opportunities for students to extend, apply and evaluate what they have learned • Content, methodology, and teaching strategies are consistent with the curriculum's philosophies, values, and goals • Teacher's edition provides suggestions for evaluation, assessment, remediation, acceleration, feedback, and motivational techniques • The textbook materials provide guidance to the teacher regarding practicing, applying and rehearsing the skill using real-life scenarios • The textbook materials provide rigorous exercises that apply concepts to similar or new situations • Essential questions are included in chapters or lessons to guide teachers in recognizing "big ideas" in dance • Learning objectives are included in chapters or lessons to guide teachers in recognizing what students should be able to demonstrate 		Meets	
<p>Explanation of rating for instructional model:</p> <p>Some studio lessons are less than effective, and possible not doable in the classroom</p> <p>More examples for adapting and/or modifying lessons</p> <p>Resource section much less comprehensive than upper grades</p>			
<p>Effective Teaching Strategies</p> <p>Instructional materials support teacher's use of effective teaching strategies that prompt students to:</p> <ul style="list-style-type: none"> • Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, demonstrations, artistic productions and role playing • Provide feedback to their peers and reflect on their own learning • Access prior knowledge and skill abilities to further develop functional knowledge and 		Meets	

abilities to practice and display artistic and creative processes <ul style="list-style-type: none"> Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, visual arts-based productions and field trips 			
Explanation of rating for effective teaching strategies: Needs more opportunities for home/outside the classroom More suggestions on peer reflections			
Skill Development Review textbook materials to generally determine if: <ul style="list-style-type: none"> The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill The textbook materials provide guidance for the teacher to model the skill The textbook materials provide guidance to teachers for providing feedback and reinforcement following practicing of skills The textbook materials provide literacy development and supports for teachers following the Common Core State Standards Reading and Writing Standards for Literacy in Technical Subjects Textbook provides opportunities to instruct with complex informational text related to visual arts 		Meets	
Explanation of rating for skill development: Not enough guidance for teacher modeling skill More literacy connections/opportunities			
Support for the Work Teachers Do: Instructional materials support the work teachers do by providing: <ul style="list-style-type: none"> Pertinent content background information and productions Examples of typical student conceptions and productions Explanations of specific instructional models and teaching strategies to improve student understanding Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources) Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives Well-organized, easy to use and comprehensive teacher's edition 		Meets	

<ul style="list-style-type: none"> Suggestions for integration across the curriculum 			
Explanation of rating for support for the work teachers do: Need to see actual student work and not illustrations of productions Digital resources not available for review Impractical teaching strategies and techniques (pg 19 only group addressed...what is the other group doing?)			
Sequencing Textbook with a coherent sequence includes: <ul style="list-style-type: none"> Organization in a deliberate fashion to promote student understanding Building from and extends concepts and skills previously developed 		Meets	
Explanation of rating for sequencing: Portfolio activities do not always align with what the unit/lesson describes Flow of studio concepts is uncohesive			
Accuracy Analysis Determine if the information in the textbook is factual, accurate and current. <ul style="list-style-type: none"> Terminology is accurate and appropriate Data and information is accurately shown in charts, graphs and written text Data, information and sources are current Facts and data are based on appropriate data Sources are clearly noted, credible and reputable Images used of an appropriate quality and related to the content 		Meets	
Explanation of rating for accuracy analysis: some terminology and concepts taught are above grade level left out basics first then build upon those			
Digital Curriculum for Teachers Review digital curricular textbook materials to generally determine if: <ul style="list-style-type: none"> There are robust digital resources for student learning, practice and assessment Digital materials provide content that enhances instruction and assessment Digital materials provide differentiated access to content Digital materials are intuitive and engaging 	Inadequate		

<ul style="list-style-type: none"> • Digital materials provide opportunities for meaningful, interactive experiences • Digital materials reflect the range of multi-modal content delivery • Digital materials provide content supports for teachers to further develop expertise 			
Explanation of rating for digital curriculum for teachers: not made available for review			
<i>Total in Each Category</i>	4	28	

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Total Score for Part II: 32/54